



## **LOCAL PERKINS APPLICATION 2020-2024**

**STAND-ALONE**

**Office of Career, Technical, and Adult Education**

The Nebraska Department of Education  
301 Centennial Mall South, Lincoln, NE 68508



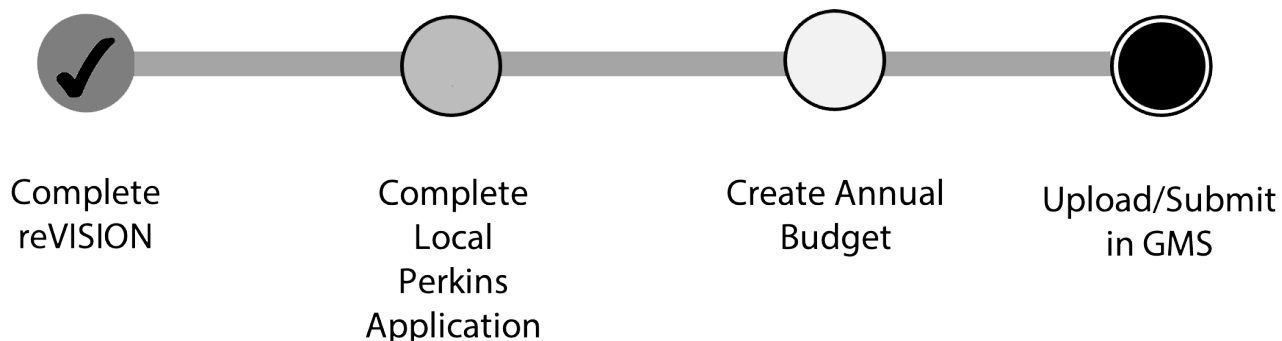
## General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



*The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>*

## Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

## Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement\*; and
6. Develop and implement evaluations of the activities funded by Perkins.

*\*Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

## Timeline and Deadlines

- |  |                                   |
|--|-----------------------------------|
| • Annual Intent to Participate Due:                    | March                             |
| • Local Perkins Applications Due (2020-2024):          | May 22, 2020 ( <i>tentative</i> ) |
| • Grant Award Notification for ¼ of annual allocation: | July 1                            |
| • Grant Award for full annual allocation:              | October 1                         |
| • Annual Final Claims Due:                             | September 1                       |

*\*Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

## Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

## Application Elements

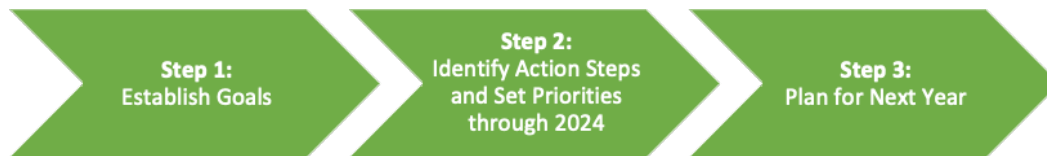
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

## Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



### Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

### Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



#### Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

### Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

## Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

**reVISION Summary.** Considering your district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your district might pursue in strengthening the CTE programming for your students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Current State	Overarching Goal(s)
	<i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards, (program 1, program 2) in communication arts. While We are confident in our local planning and selection of Programs of study offered (validated through reVision), The identification of new and emerging technologies And occupational projections necessitates a comprehensive and thorough review of programs and how each are Being implemented throughout the district.</i>	<i>Within the next four years, CTE programs that are Aligned with H3 occupations will be reviewed to Ensure all equipment and resources are up-to-date And meet industry standards and expectations. Within the next four years, strategies will be developed To expand CTE program offering across the district, Which includes professional development on program Of study standards and the NDE’s Standards Implementation Framework.</i>

Element	Summary of Current State	Overarching Goal(s)
Career Development	<p>Part of our strategic planning process in Ralston is to develop a PK-12 grade career education framework. Our programs at Ralston High are expanding, and We are now working to focus More of our energy on increasing Opportunities at the middle school And elementary levels. At RHS, Our teachers are having individual Conversations with students bout offerings at RHS and beyond High school, namely through our ILP process.</p>	<p>Next Steps in Order of Priority:</p> <ol style="list-style-type: none"> <li>1. Revise participating business list for college/career fair within the next year.</li> <li>2. Explore opportunities for cross collaboration between CTE, counselors, and content areas within the next two years.</li> <li>3. Develop a PK-12 CTE Framework within the next five years.</li> </ol>
Local Workforce Alignment	<p>AT Ralston High School, we have Two different business Advisories that we collaborate With on a quarterly basis to Better inform our programs. We require all students to Complete a Career Explorations Course, where they review H3 Data and explore related Careers. Students also have Access to Naviance, which Assesses students' interests and Helps them build four year Learning plans designed around Their academic and career Focus.</p>	<ol style="list-style-type: none"> <li>1. In collaboration with the CTE Team and Blueprint Advisory, review program of study offerings for alignment between district goals and workforce needs within the next two years.</li> <li>2. Procure resources related to career opportunities for diverse populations and communicate to related stakeholders</li> </ol>

		within the next two years.
<b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b>	<p>Ralston High School now Represents 16 programs of study, And this has resulted out of Careful planning and intention-ality. We are working to support Teachers with financial assistance To receive their work based Learning endorsements, which Has increased the number of WBL Opportunities we can offer our Students. We now represent Programs of study or academies In all six major career fields.</p>	<ol style="list-style-type: none"> <li>1. Development of marketing procedures to include all students and focus on underrepresented subgroups within the next three years.</li> <li>2. Continued collaboration in PLC's to include department inventories and equipment maintenance schedules during the next year.</li> </ol>
<b>Student Performance Data</b>	<p>Through our own data gathering processes, as well as the data available to us through resources like Adviser, we use the information available to us to guide our programming decisions. These conversations are happening at all levels, including district administration, through our PLC processes and blueprint Leadership meetings. Moving forward, it will be important to ensure that this data available to all stakeholders and involve them in the "why" of programming development.</p>	<ol style="list-style-type: none"> <li>1. Examine scheduling models through a time study to determine avenues to better support students academically at RHS within the next three years.</li> <li>2. Develop strategies to address academic deficiencies in math within the next four years.</li> </ol>
<b>Recruitment, Retention, and Training of Staff</b>	<p>Ralston Public Schools has worked diligently for many years increase the diversity of its teaching staff. In doing so, we are also involving more of our</p>	<ol style="list-style-type: none"> <li>1. Expand offerings for site visits and teacher externships within the next four years.</li> </ol>



	administrators in the recruitment and retention processes. Moving forward, it will be important for us to work collaboratively to review the qualifications and strengths of our teachers, and to build capacity in them in order to increase program of study and work based learning opportunities students.	2. Develop leadership opportunities for CTE staff within the next four years.
Work-Based Learning	This year, we have expanded our work based learning opportunities at RHS by collaborating with Intern Omaha. We have had 29 students apply for paid internships with reputable companies. We have also increased the number of students who are taking part in job shadows. In our Academies (culinary, medical, automotive, agriculture teachers, and Zoo), students have the opportunity to engage in internships, practicums, and school-based enterprise. As we move forward, it will be important to continue to grow these opportunities for students, and to onboard more businesses to engage students in the work based learning process. There are also additional opportunities to increase school-based enterprise experiences, not only in our courses, but also in our CTSO's.	<p>1. Communicate a business pool to staff to increase guest speaker and site visit participation within the next year.</p> <p>2. Develop a plan to formally recognize teamRPS businesses within the next two years.</p>

**Instructions:** For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

## Element 1: Career Development

**Context:** Each Nebraska learner deserves the opportunity to discover how their own Skills fit into workplaces, to explore and learn about career options, and receive Guidance on how to plan for successful transitions to their career. Students receive These opportunities through learning skills in a Career Development program which Includes: 1. Self Awareness, 2. Career Exploration, and 3. Career Planning. Students Should have access to a career development program throughout their education to Prepare for enrollment in CTE and while participating in CTE programs.

1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:
  - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;
  - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;
  - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and
  - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).

**RESPONSE:**

At Ralston Middle School and Ralston High School, students have access to Naviance, Which serves them in a variety of capacities. In 8th grade, students complete career Interest inventories. This data is used to gauge students' career interests and to place Them in career-clustered homerooms as 9th graders, focusing instruction and career Research on students' interests. Our 9th graders also utilize this time to build four-year Individualized learning plans related to the educational requirements for their career Interests. In 2019-20, we also added additional functionality within Naviance, allowing Students to complete personality and learning style inventories, providing their Teachers with more information to help them make informed decisions about their Learning.

In Ralston Public Schools, we also have advisory boards comprised of participating Businesses and secondary educational representatives to guide our programming. This Team of 16 individuals, including representation from the school district, collaborate to Inform our programs on industry needs and standards, providing our students with a More relevant experience. This team meets quarterly to discuss important topics Between school and industry, and to create more career-focused opportunities for our Students.

At Ralston High School, every student is required to take Career Explorations class. The Focus of this course is based primarily on the Nebraska Career Readiness Skills. Students learn how to interview, develop their resume and cover letter, and they Complete learning projects focused on their career area of choice. Students are also Given credit for completing job shadows.

In 2019-20, the CTE department developed a rubric which was implemented in all CTE Classes. The rubric focuses on career readiness skills. Teachers implement these skills Through daily activities, and students have the opportunity to practice them regularly. Students are able to evaluate themselves on their performance, and teachers evaluate As well, allowing for collaboration and feedback to take place on the students' Performance.

- a. Self-Awareness: This takes place through interest surveys in Naviance, as well as personality and learning style inventories.
- b. Career Exploration: We offer Career Explorations at Ralston Middle School and Ralston High School. We explore H3 careers using department of labor data. There are also components of career exploration research conducted through Naviance.
- c. Career Planning: Students work in career-clustered homerooms with their HR teacher and the counseling team to develop individualized learning plans (ILP's) focused on coursework related to their career interests.

- d. Career Content and Advising: Counselors, HR teachers, the Career Education Coordinator, and participating business partners working in our Advisories help to support career content and career advising. We utilize our partnerships for a variety of WBL opportunities to expand the curriculum, including: guest speakers, site visits, and internships.

**2. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for Career Development:**

*(Copy and paste from the reVISION Summary)*

Part of our strategic planning process in Ralston is to develop a PK-12 grade career Education framework. Our programs at Ralston High are expanding, and we are now working to focus more of our energy on increasing opportunities at the middle school and elementary levels. At RHS, our teachers are having individual conversations with students about offerings at RHS and beyond high school, namely through our ILP process.

**Next Steps (Goals) in Order of Priority:**

1. Revise participating business list for college/career fair within the next year.
2. Explore opportunities for cross collaboration between CTE, counselors, and content areas within the next two years.
3. Develop a PK-12 CTE Framework within the next five years.

**Prioritized Action Steps for Career Development:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	Review H3 Data and the list of participating businesses from the Previous year's college and career fair. This is an annual activity at RHS. In developing a PK-12 Framework, this will expand to lower grade levels in future years.

<b>Year 2: 2021-2022</b>	Utilize teamRPS as our business partnership model, as well as our data, to recruit new businesses for the fair, aligned with H3 needs.
<b>Year 3: 2022-2023</b>	The CTE department at Ralston High will have representation at The PLC Summit through Solution Tree as part of a district-wide PLC initiative.
<b>Year 4: 2023-2024</b>	The CTE department, in partnership with building and district Administrators, will develop a plan for cross collaboration with Counselors and other content areas.

## Element 2: Local Workforce Alignment

**Context:** Each Nebraska student participating in a CTE program should graduate with The skills and credentials necessary to continue their education and find employment In high-skill, high-wage, and high-demand (H3) occupations. In this section of the app- Lication, you will use the results of your local and regional CTE assessments to improve The alignment between educational programming and labor market needs. .

### 3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

**RESPONSE:**

Through the local and regional CTE Assessments, we identified that RPS currently Has 16 CTE programs of study, with offerings in each career field. We also offer four Different career academies to students: automotive, culinary, health sciences, and Future teachers. Through these academies, and through our community partnerships, We are able to collaborate and implement advisories which encompass each career Field. These advisories meet on a quarterly basis to better inform and develop our Programs of study. We are also working with the Ralston Area Chamber of Commerce, As well as metro area businesses and members of Intern Omaha, to offer students Work-based learning opportunities in H3 areas. Ralston High School is also home to Avenue Scholars, which provides students with scholarship opportunities, Employment, and internships in H3 areas.

### 4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

**RESPONSE:**

In 2019-2020, Ralston High School added an Sports Medicine course, which allowed us To complete an additional program of study in Lifespan Performance. As we all know, Health sciences is an H3 area with many career opportunities for students. In 2020-2021, we will be adding three additional courses: 1) Management and Leadership, 2) Intro to FACS, and 3) Human Growth and Development. By adding these courses, We will be able to offer two additional programs of study: 1) Management and Leadership, and 2) Child, Youth, and Family Studies.

Moving forward, we plan to explore additional programs of study, such as Agriculture. Currently, we are one course (Intro to Ag) away from being able to offer this program. This is not only an area of significant need in Nebraska, but there is also a high degree Of interest from our student population. We are also going to be exploring dual credit Opportunities in the area of automotive, once we have completed ASE accreditation as A program. In 2020-2021, we are also planning to survey students for interest in a Course titled Families in Crisis, which would allow us to complete an additional Program of study in human sciences and education.

**5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.**

**RESPONSE:**

Ralston Public Schools represents a student population of approximately 60% free and Reduced lunch. We also have an ever-growing population of students being served in Special Education and English Learner programs. Our EL population has grown by 42% In the last four years, now comprising over 13% of our student population. While participation in CTE programs, including work based learning, has increased in recent years, there are still areas below the state average. One such area is EL. In response To the changing demographics and needs of our district, we have worked in partnership with our advisory boards and community partners to increase opportunities for Our students. We are also partnering with Metro Community College and Heartland Workforce Solutions to be able to offer all students with an opportunity to complete the National Career Readiness Certification. This will be an added credential that all Students can use to apply for jobs and college placement.

Moving forward, we will continue to utilize our partnerships, as well as our internal Collaborative efforts as a district, to expand our marketing efforts of programs, and to Increase accessibility to our students. We are also going to be making additional efforts

To celebrate the success and achievements of our students completing academy-level Work and CTE programs of study. We are hopeful that these efforts will result in higher Numbers of program completers.

**6. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment Your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for Local Workforce Alignment:**

*(Copy and paste from the reVISION Summary)*

Overarching Goals for Ralston Public Schools:

1. In collaboration with the CTE team and Blueprint Advisory, review program of study offerings for alignment between district goals and workforce needs.
2. Procure resources related to career opportunities for diverse populations and communicate to related stakeholders.

**Prioritized Action Steps for Local Workforce Alignment:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1:</b> <b>2020-2021</b>	Conduct quarterly meetings with advisory groups to review data Related to career outlooks in each area. This data will also be reviewed alongside student interest as indicated by enrollment in courses and related survey results. These data points will guide future programming decisions and additional course offerings related to programs of study at Ralston High School.
<b>Year 2:</b> <b>2021-2022</b>	Conduct site visits to H3 businesses for students and families to Increase awareness of H3 careers in our community.
<b>Year 3:</b> <b>2022-2023</b>	Increase marketing efforts for RPS programs of study through print Materials, student recognition, and awareness of course offerings.

Year 4: 2023-2024	Utilize business partnerships to increase H3 awareness to students At all grade levels through developmentally appropriate avenues.
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### Element 3: Size, Scope, & Quality and Implementing CTE Programs of study

**Context:** Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's state model programs of study are high-quality programs if Implemented with fidelity (i.e. teaching at least 90% of each course's standards). They Are based on labor market information, offer non-duplicative, sequential coursework, Incorporate industry-validated and NDE approved standards, provide work-based Learning experiences when applicable, include dual enrollment or early college Programs, and lead to recognized postsecondary and industry credentials. Local Programs of study may be developed and submitted for approval if determined Necessary by the Local and Regional CTE Assessment results.

**7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study. Justify these offerings with the local and regional CTE assessment results.**

**RESPONSE:**

In 2020-2021 Ralston Public Schools will be offering 16 programs of study to our Students, which represent all six career fields. Examples include: Construction, Manufacturing, Information Technology, and Entrepreneurship. We currently offer four different Academies: medical, culinary, automotive, and future teachers. Each academy also offers a corresponding CTSO.

Program of study offerings connect closely to H3 careers, many of which are available In the Omaha metro area and Nebraska as a collective. For example, we offer an Automotive academy which is currently working on ASE accreditation, which will Allow our students to have industry-recognized certificates when they leave RHS, as Well as dual credit opportunities with Metro Community College.



**8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.**

***RESPONSE:***

One way that we ensure the academic and technical skills of students is through our Business partnerships. For example, we have an articulation agreement with the Omaha Carpenters Union, which provides our students with guaranteed acceptance into their apprenticeship program if they complete our Construction program of study. Through this agreement, we align our instruction not only with the NE state standards, but also with the curriculum and project work that the Carpenters Union teaches to its students.

Another way to ensure academic and technical skills of students is to provide quality professional development to teachers. Our CTE teachers have opportunities for professional learning through NDE, CTSO conferences, ESU 3, and national level conferences when appropriate. Ralston High School also offers 16 programs of study in all six career fields. In addition, we have applied for Rule 47 accreditation through the Nebraska Department of Education in four areas: Culinary, Medical, Automotive, and Future Teachers. We are also exploring potential academy areas in other programs, such as Construction.

**9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.**

***RESPONSE:***

Students at Ralston High School have many opportunities for concurrent enrollment. Our automotive program currently is working toward ASE accreditation as a collective, which will allow our students to receive dual credit through Metro Community College. Our future teachers program also offers dual credit through MCC, as well as the University of Nebraska-Omaha. Many students (currently 22) at RHS also elect to participate in the MCC Career Academies, which offer students postsecondary credit. And, in some cases, pre-apprenticeships which lead to apprenticeship opportunities after high school.

We are fortunate to have a representative from MCC at Ralston High School each week, Focused solely on concurrent enrollment. This individual partners with RHS not only to Recruit students who might be able to participate in these courses, but also to recruit Teachers who may qualify as concurrent enrollment instructors. This is a tremendous Benefit to our district.

**0. In your district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for  
Size, Scope, and Quality and Implementing CTE Programs of Study**  
*(Copy and paste from the reVISION Summary)*

Ralston High School now represents 16 programs of study, and this has resulted out of careful planning and intentionality. We are working to support teachers with financial assistance to receive their work based learning endorsements, which has increased the number of WBL opportunities we can offer our students. We now represent programs of study or academies in all six major career fields.

Next steps in order of priority:

1. Development of marketing procedures to include all students and focus on underrepresented subgroups.
2. Continued collaboration in PLC's to include department inventories and equipment maintenance schedules

**Prioritized Action Steps for  
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
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<b><i>Year 1: 2020-2021</i></b>	Develop an inventory process for all CTE teachers to maintain and Purchase new equipment as needed. Involve industry partners in Purchasing decisions when appropriate.
<b><i>Year 2: 2021-2022</i></b>	Review our inventory process for all CTE teachers to maintain and Purchase new equipment as needed. Involve industry partners in Purchasing decisions when appropriate.  Partner with communications director and other members of Blueprint leadership to build a framework for marketing programs And recognizing students as program completers.
<b><i>Year 3: 2022-2023</i></b>	Review our inventory process for all CTE teachers to maintain and Purchase new equipment as needed. Involve industry partners in Purchasing decisions when appropriate.  Utilize data gathering and collaboration to identify subgroups Of students to market programs to more specifically.
<b><i>Year 4: 2023-2024</i></b>	Review our inventory process for all CTE teachers to maintain and Purchase new equipment as needed. Involve industry partners in Purchasing decisions when appropriate.  Through blueprint Leadership, identify curriculum and training Needs to build a framework which includes PK-6th grade CTE.

## Element 4: Student Performance Data

**Context:** All students participating in CTE programs should attain academic, technical, career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your district reviewed Student performance data on a set of federal performance indicators, identified root Causes for programs and student populations that are substantially underperforming, and Identified a set of action steps that might be adopted to improve performance. To ensure And promote equitable access to CTE programs, recruitment materials, school counseling Activities, and educational services offered to special populations should also be Considered. In this section, you will review the high priority action steps identified at the Program and student population levels to guide improvement.

The term “special populations” means:

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single, pregnant women;
- Out of work individuals;
- English learners;
- Individuals experiencing homelessness;
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

- 1. Describe how the district will provide support to teachers so they will:**
  - a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
  - b. Prepare CTE participants for non-traditional fields**
  - c. Provide equal access for special populations to CTE courses, programs, and POS; and**
  - d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

**RESPONSE:**

Ralston Public Schools represents each of the subcategories of students in the section of Special populations to some degree. For example, currently 60% of our students are on free/reduced lunch. Approximately 13% of our students have been identified as English Learners. To support our students and families, we offer many resources to help them Succeed. Every student at RHS, regardless of whether they are served as “special Populations” has the opportunity to take every CTE course offered. Students are able to Take our Career Explorations course, Consumer Finance, as well as our CTE-specific content courses. We make these courses accessible through accommodations, modifications, And personnel, when appropriate. In preparing teachers and students for consideration of coursework in non-traditional fields, we have, and will expand, partnerships with business leaders to encourage participation and increase awareness of career opportunities. For example, we have contacted Turner Construction’s leadership team to secure female leaders in the construction industry to encourage student participation in this particular career field.

- a. RHS students have the opportunity to engage in H3 career exploration and data analysis through our Career Exploration course, which is a graduation requirement for all students, including those in special populations. Students are also given access to activities and resources through Naviance, which serves as a data management platform for students, and helps them connect their strengths and interests with H3 career opportunities.
- b. RPS utilizes its business partnerships to support students and encourage interest in non-traditional fields. As an example, we partner with female leaders at Turner Construction to better inform our female students of opportunities in the construction field and encourage their participation.
- c. All students in Ralston, including students representing special populations, have the opportunity to engage in CTE coursework, including work based learning. Counselors and career-cluster homeroom teachers meet with students to develop individualized learning plans (ILP’s) which support students with course selection and career goal development. Counselors have been trained to not only focus on courses which ensure graduation requirements for students, but also those elective CTE courses which align with students’ career interests.
- d. Staff at RHS, including counselors and homeroom teachers, have been trained in cultural awareness to reflect the diversity that exists at Ralston High School. Accordingly, no practices exist which prohibit students from participating in CTE courses. Moving forward, data will be analyzed in greater detail to better inform CTE teachers and counselors of student participation in CTE programs of study, in order that we continue to make this a focal point in creating equal access. This will be done through reports generated by Adviser, as well as the Perkins Report Card.

**2. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.**

***RESPONSE:***

Teachers in CTE courses, like all departments, review student data during PLC's to Observe progress and to discuss student supports. Teachers recognize whether there are Instructional gaps which are impacting a greater number of students, or whether specific Students are struggling with the coursework itself. Through this work, and through Collaboration with guidance counselors and family communication, we are able to Support students in selecting coursework that will help them best meet their career goals As well as their individual skill sets. This takes place as part of the Individualized Learning Plan (ILP) process. CTE teachers also make themselves available during Homeroom and after school to support students who are struggling.

In review of our data over the past three years, it is evident that progress is being made in multiple areas. In reading/language arts, for example, when all students are taken into account, we are at above the state goal (4.17%). However, when math and science are reviewed, we are performing below the state goal, although significant progress has been made in each area from 2018-19 to 2019-20. In response to our challenges with math, we have recreated our course sequences, offering additional support to students who are experiencing challenges in Algebra. Populations being served with greater supports included English Learners, students in Special Education, and those with MAP scores in the 40th percentile or below. In addition to course sequence adjustments, additional personnel have been allocated to these course areas, and course outlines are being adjusted to meet the individual needs of our students. These adjustments are currently being made at Ralston High School in an effort to support student achievement in these content areas. If significant progress is not made in this area within the next three years, challenge will be addressed through collaboration and course review, with members including content area teachers, building administration, the Director of Teaching and Learning, and the Career Education Coordinator. This work will include a review of current practices and resources, as well as research-based interventions, to determine strengths, needs, and gaps in student learning.

**13. In your district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for Student Performance Data:**

*(Copy and paste from the reVISION Summary)*

Through our own data gathering processes, as well as the data available to us through resources Adviser, we use the information available to us to guide our programming decisions. These conversations are happening at all levels, including district administration, through our PLC processes and blueprint Leadership meetings. Moving forward, it will be important to ensure that this data is available to all stakeholders and involve them in the "why" of programming development.

Next steps in order of priority:

- 1. Examine scheduling models through a time study to determine avenues to better support students academically at RHS.**
- 2. Develop strategies to address academic deficiencies in math.**

**Prioritized Action Steps for Student Performance Data:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1:</b> <b>2020-2021</b>	In partnership with the Director of Teaching and Learning, as well As content area teachers of math, we will examine student data in Each course offered to determine student progress and areas of Need.
<b>Year 2:</b> <b>2021-2022</b>	We will review the course sequence in math at RHS and strategically Revise the courses to include specific supports for students.
<b>Year 3:</b> <b>2022-2023</b>	We will gather data through a time study which includes review of Scheduling models from other districts with similar needs and goals.

Year 4: 2023-2024	We will revise / develop a new schedule at RHS focused on Maximizing instructional time and course offerings.
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## Element 5: Recruitment, Retention, and Training of Faculty and Staff

**Context:** Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district's approaches Towards recruiting a knowledgeable and diverse workforce, support services offered In order to retain staff, and the professional development provided to improve their Skillsets. In this section, you will use the results of your district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and Providing quality instruction to every student.

**14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.**

### **RESPONSE:**

Ralston Public Schools maintains professional partnerships which aid in the recruitment, retention, and training of our teachers in CTE and other areas. Through NDE, teachers in CTE have the opportunity to attend the NCE Conference each year, as well as department conferences on annual basis. We have also taken advantage of the conferences available to new teachers in CTE that the Nebraska Department of Education hosts. In addition, we maintain close professional relationships with our colleagues at NDE and in other school districts, which allows us to have collaborative conversations about our programs and how they are being implemented. Ralston Public Schools has also provided every one of our CTE teachers with the opportunity to receive their Work Based Learning endorsements, paid for in full by the school district. This professional learning opportunity allows our teachers not only to oversee WBL more effectively, but it also provides them with enhanced knowledge about CTE



programming.

Moving forward, Ralston Public Schools plans to seek out additional opportunities for leadership, to empower our CTE teachers to play a bigger role in the implementation and operation of work based learning and other programming available to students. In addition, we will work to support teachers in seeking out credentials to offer students additional dual credit and certification opportunities, which will better prepare them for college coursework, apprenticeships, and the career field.

**15. In your district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff**  
*(Copy and paste from the reVISION Summary)*

Ralston Public Schools has worked diligently for many years to increase the diversity of its teaching staff. In doing so, we are also involving more of our administrators in the recruitment and retention processes. Moving forward, it will be important for us to work collaboratively to review the qualifications and strengths of our teachers, and to build capacity in them in order to increase program of study and work based learning opportunities for students.

1. Expand offerings for site visits and teacher externships.
2. Develop leadership opportunities for CTE staff

**Prioritized Action Steps for  
the Recruitment, Retention, and Training of Faculty and Staff:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1:</b> <b>2020-2021</b>	Begin collaboration between the CTE Coordinator and CTE teaching Staff to supervise and expand work based learning opportunities.

<b>Year 2:</b> <b>2021-2022</b>	Implement site visits opportunities for staff to attend through H3 Business partnerships in the Ralston community and surrounding Area.
<b>Year 3:</b> <b>2022-2023</b>	Utilize business partnerships, as well as program review data, to Research opportunities for expanded programming through Contracts with outside experts and potential instructors.
<b>Year 4:</b> <b>2023-2024</b>	Collaborate with business partners, as well as RPS teachers, to Develop and market teacher externships in H3 career areas.

## Element 6: Work-based Learning

**Context:** Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned Program of meaningful experiences related to the career interests of a learner that Enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-Based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who Participate in high-quality work-based learning experiences. Additional information About Nebraska's work-based learning strategies can be found here:

<https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview>.

**16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.**

### **RESPONSE:**

Currently we offer work based learning opportunities to all of our students participating in the four academies that we offer in Ralston Public Schools: automotive, culinary, medical, and future teachers. These experiences may be paid internships with our community business partnerships, unpaid internships, or school-based enterprise. In addition, we will be implementing our first cohort of students participating in the

Intern Omaha program starting in 2020-2021. We will be collaborating with the organization in charge, as well as our participating businesses, to support students engaging in this experience. Ralston Public Schools also allows students participating in Career Explorations class to complete job shadows throughout the year by coordinating with the supervising teacher or the Career Education Director. RPS has also worked to begin instilling customized senior internships which connect to our programs of study. These experiences are meant to be accessible, yet meaningful opportunities for students to learn more about careers which align to their interests, strengths, and coursework.

Moving forward, it will be important for us to continue to build our network of participating businesses, in order that we are able to offer our students a wide range of experiences in all six career fields. Our business partnership framework, which we title teamRPS, will be instrumental in this work.

**17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for Work-based Learning:**  
*(Copy and paste from the reVISION Summary)*

This year, we have expanded our work based learning opportunities at RHS by collaborating with Intern Omaha. We have had 29 students apply for paid internships with reputable companies. We have also increased the number of students who are taking part in job shadows. In our Academies (culinary, medical, automotive, future teachers, and Zoo), students have the opportunity to engage in internships, practicums, and school-based enterprise. As we move forward, it will be important to continue to grow these opportunities for students, and to onboard more businesses to engage students in the work based learning process. There are also additional opportunities to increase school-based enterprise experiences, not only in our courses, but also in our CTSO's.

1. Communicate a business pool to staff to increase guest speaker and site visit participation.
2. Develop a plan to formally recognize teamRPS businesses.

**Prioritized Action Steps for Work-based Learning:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b><i>Year 1:</i></b> <b><i>2020-2021</i></b>	Revise the teamRPS business partnership agreement in order to onboard more businesses to host work based learning opportunities and to support the growth of our programs.
<b><i>Year 2:</i></b> <b><i>2021-2022</i></b>	Research and implement marketing of work based learning opportunities to all students, staff, and families at Ralston High School through multiple avenues.
<b><i>Year 3:</i></b> <b><i>2022-2023</i></b>	Through the blueprint Leadership Team, and in partnership with our respective advisories, develop a system for business partner recognition with input from multiple stakeholders.
<b><i>Year 4:</i></b> <b><i>2023-2024</i></b>	Develop and refine a system for tracking business partnership participation in RPS, to build a baseline of collaboration, and to develop goals for future expansion.

## Ensuring Equitable Access

**18. How was improving the access to and success in CTE programs for each student, specifically those who are members of a special population, examined and considered throughout the development of your goals for all six elements?**

***RESPONSE:***

As a district, we have implemented a team of teachers, counselors, and administrators to work collaboratively with a strong focus on Career and Technical Education, which we call the blueprint Leadership Team. We meet twice a month, and we discuss important topics in CTE, including equity in our programs. One of the ways we review our progress is to examine the data related to students participating in career academies through RHS and Metro CC. We also

review data related to program of study completion, which we procure through our partnership with Educational Service Unit 3. We also reviewed the RHS Perkins V Indicator report and Trends data to guide our strategic work. In addition, we review opportunities for certifications, concurrent enrollment, and potential barriers to participation in all of our programs, including financial. We work together with the Ralston Schools Foundation, The Ralston Chamber of Commerce, and other supporting entities to ensure that all students have access to our programs, including students in special populations. In developing our goals for future years, each of these aspects was considered, and these data points were reviewed.

## Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, Homeless, foster care, active duty military, corrections, postsecondary CTE faculty, local workforce Development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

**Evidence of this can be provided in several ways:**

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

**It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.**

**RESPONSE:**

Please see the attached information regarding our blueprint (CTE) Advisory in Ralston Public Schools: [blueprint Advisory Agenda-April 2020](#)      [blueprint Advisory By Laws](#)

[blueprint advisory minutes-February 2020](#)

3. In Ralston, we have a blueprint advisory meeting each quarter with our school officials and business representatives. This year, we spent time at multiple meetings discussing the Perkins Grant, and how these resources could be utilized to enhance our programming. We discussed career opportunities in the Omaha metro area, as well as alignment with our current and future programs. At each meeting, one of our career academies sent representation from the student body, as well as the corresponding instructor, to discuss programming in Ralston: Future Teachers, Automotive, Culinary, and Med Science. Moving forward, we plan to continue our schedule of quarterly meetings, and we will discuss continued program development, as well as opportunities to grow our partnerships, with respect to the goals we've identified in the Perkins Grant application process. In 2020-2021, we also plan to hold these meetings at host business sites, which will allow greater levels of collaboration and understanding of our partnering businesses and how they serve the community and schools.

**The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.**

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those**

**activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)

[Ralston Public Schools 2020-2021 Perkins V Budget Worksheet](#)

[Ralston Public Schools Local Needs Assessment 2020-2021](#)